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AUTHOR	Igoa, Cristina
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ABSTRACT

Written in narrative form, this book describes the development of immigrant children and the development of a teacher who works with immigrant children. Part 1 portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world. Part 2 describes a threefold theoretical model of cultural/academic/psychological interventions for working with immigrant children that facilitates learning as the youngsters make the transition to a new language and culture. The book outlines teaching methodology and philosophy for working with immigrant students. While detailing specific classroom practices that contribute to building literacy and motivating children to become active learners, the text explains the central importance of literacy to learning and to the child's sense of self-empowerment. The book provides a 42-item suggested readings list and a 33-item reference list that includes the work of other scholars who have contributed to this field. (RJC)

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